

Contents

ENTRY LEVEL CERTIFICATE MATHEMATICS

For Examination from 2009



	Page
Rationale	3
Aims	3
Assessment Objectives	4
Scheme of Assessment	5
Assessment Components	6
Progress Certificates	10
Moderation Procedures	10
Special Arrangements	12
Enquiries and Appeals	12
Grade Descriptions	12
Subject Content	15

**NATIONAL AWARDS RECOGNISING ACHIEVEMENT
TOWARDS GCSE AND GNVQ**

This qualification has been approved following consideration by Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/Qualifications, Curriculum and Assessment Authority for Wales (ACCAC). The syllabus meets criteria as approved by Ministers as a National Entry Level award. The award is broadly aligned to Level 3 (or the equivalent) and below in the National Curriculum, but is designed to be appropriate to students at age 16 and beyond. This award is intended to encourage progression to higher level qualifications, particularly to a GCSE qualification in Mathematics.

SUMMARY OF ASSESSMENT			
COURSEWORK: 79%	Intermediate Tests	48%	
	Aural Tests	5%	
	Practical Exercises	6%	
	Investigative Tasks	20%	
EXTERNAL EXAMINATION: 21%			

MATHEMATICS

1 *RATIONALE*

This Entry Level qualification is designed for lower attaining pupils, i.e. broadly speaking, those who typically have not reached Level 3 of the National Curriculum at the end of Key Stage 3, and, additionally, for whom GCSE and equivalent vocational qualifications are not deemed appropriate.

The Entry Level Certificate will:

- (a) provide well planned courses based on a more relevant curriculum for those pupils in their final years of secondary education who find the more formal approach to education and examinations inappropriate to their abilities and needs;
- (b) enable pupils to develop by providing a variety of learning experiences and of teaching and assessment strategies through which the development of knowledge, understanding, skills and attitudes relevant to adult life may be encouraged;

This specification has been written to meet, where appropriate, the Programme of Study requirements for the National Curriculum at Key Stage 4. However, it recognises that the National Curriculum allows that material may be selected from earlier key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Where such material is used, it is presented in contexts suitable to the pupil's age.

The specification will provide a firm mathematical foundation for those who wish to proceed to further study (particularly GCSE Mathematics) or to employment.

2 *AIMS*

This syllabus will encourage candidates to develop:

- 2.1 a positive attitude to mathematics, including confidence, enjoyment and perseverance;
- 2.2 an appreciation of the place of mathematics in society, including historical and cultural influences;
- 2.3 an ability to think mathematically - precisely, logically and creatively;
- 2.4 a willingness and ability to work independently and co-operatively;
- 2.5 an ability to understand mathematical ideas and to communicate them in a variety of modes;

- 2.6 an appreciation of the inter-dependence of different branches of mathematics;
- 2.7 an appreciation of the ways mathematics is used;
- 2.8 the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives;
- 2.9 their mathematics as a means of communication;
- 2.10 an ability to use mathematics across the curriculum;
- 2.11 an appreciation of how to use appropriate technology, such as computers and calculators, as a mathematical tool;
- 2.12 a firm foundation for appropriate further study.

3

ASSESSMENT OBJECTIVES

- | | | |
|-----|--|---|
| 3.1 | | Candidates will be required to demonstrate their ability to: |
| 1. | <i>using and applying mathematics</i> | <ul style="list-style-type: none"> • make and monitor decisions to solve problems • communicate mathematically • develop skills of mathematical reasoning |
| 2. | <i>number and algebra</i> | <ul style="list-style-type: none"> • understand place value and the decimal number system • understand and use relationships between numbers and develop methods of computation • solve numerical problems • understand and use functional relationships • understand and use equations and formulae |
| 3. | <i>shape, space and measures</i> | <ul style="list-style-type: none"> • understand and use properties of shape • understand and use properties of position and movement • understand and use measures |
| 4. | <i>handling data</i> | <ul style="list-style-type: none"> • collect, process, represent and interpret data • estimate the probabilities of events |
| 3.2 | Assessment objective 1 will be assessed in contexts provided by the other assessment objectives. | |

4

SCHEME OF ASSESSMENT

In this scheme, assessment objectives 1, 2, 3 and 4 will be weighted 1: 2: 1: 1 respectively.

Assessment objective 1 will be assessed by means of investigational tasks.

Assessment objectives 2, 3 and 4 will be assessed by means of a series of Intermediate Tests, Aural Tests and Practical Exercises, together with a terminal written examination. The weightings of each assessment component are shown in the following table.

Assessment Component	Weighting
Intermediate Tests	48% (3×16%)
Aural Tests	5% (3×1.66%)
Practical Exercises	6% (3×2%)
Investigative Tasks	20%
External Examination	21%

The course is divided into 5 units. The assessment components and **suggested** assessment periods for each unit are given in the following table.

Unit	Assessment Components	Suggested Assessment Period
1	Intermediate Test 1, Aural Test 1, Practical Exercise 1	Christmas Term Year 10
2	Intermediate Test 2, Aural Test 2, Practical Exercise 2	Spring/Summer Term Year 10
3	Intermediate Test 3, Aural Test 3, Practical Exercise 3	Christmas Term Year 11
4	Investigative Tasks	At any stage of the course
5	External Examination	March Year 11 (Fixed Date)

Mark Allocations

		Assessment Objectives			
Assessment Component		1	2	3	4
Intermediate Tests	1	0	24	12	12
	2	0	24	12	12
	3	0	24	12	12
Aural Tests	1	0	5	0	0
	2	0	5	0	0
	3	0	5	0	0
Practical Exercises	1	0	2	2	2
	2	0	2	2	2
	3	0	2	2	2
Investigative Tasks		60	0	0	0
External Examination		0	27	18	18
TOTAL		60	120	60	60

5**AWARDING AND REPORTING****5.1 Intermediate Tests**

Intermediate Tests are written assessments of 40 minutes duration which are to be taken under teacher supervision and conducted under controlled conditions.

The Board will provide a bank of Intermediate Tests and marking schemes. The tests will be marked by the class teacher.

The test papers will be question/answer booklets and will consist of questions which vary in length. Candidates will be required to answer all questions. The marks for each question will be printed on the paper.

Candidates may resit Intermediate Tests by attempting any of the other tests in the bank and aggregating the best mark in each assessment objective to a mark out of 48. Candidates may not resit a test which they have already attempted. An example of the aggregation procedure is shown below. Should centres require further tests on any unit, they may set their own tests to supplement the bank. These tests should follow the style of the Board-set tests and must be submitted together with the samples of candidates' work at the appropriate time.

Example of Aggregation Procedure:

Intermediate Test 1

	Assessment Objective		
Mark	2	3	4
First Attempt	20	6	11
Second Attempt	15	8	2
Third Attempt	22	3	5

The total score for this Intermediate Test would be $22 + 8 + 11 = 41$.

5.2 Aural Test

Each Aural Test will contain 10 short questions on Number.

The class teacher reads each question twice, repeating the questions a third time at the request of any candidate. No calculators are to be used.

The Board will provide a bank of Aural Tests and marking schemes. The tests will be marked by the class teacher. Each correct answer scores $\frac{1}{2}$ mark. Candidates may resit Aural Tests by attempting any of the other tests in the bank. The mark used in the final assessment for each unit will be the highest mark achieved in the tests attempted for that unit.

Candidates may not resit a test which they have already attempted. Should centres require further tests on any unit, they may set their own test to supplement the bank. These tests should follow the style of the Board-set tests and must be submitted with samples of candidates' work at the appropriate time.

5.3 Practical Exercises

Each Practical Exercise will contain 3 tasks - one on Number, one on Shape, Space and Measures, and one on Handling Data.

Individual candidates may attempt these tasks at any time during the course.

When a pupil fails to complete any practical task successfully, remediation should take place immediately. A modified form of the task may then be given after an interval of **not less than one week**.

Two marks are awarded for the successful completion of each practical task.

If, **by the end of the course**, a pupil is still making minor errors when undertaking any practical task then 1 mark should be awarded for that task. In the unlikely event that a pupil shows no mastery whatsoever of a particular skill then no marks should be awarded for that particular practical task.

The Board will provide a bank of 3 tasks for each of Units 1, 2 and 3.

Centres may, if they wish, replace any task in the bank by a centre-developed task on the appropriate assessment objective. These tasks should follow the style of the Board-set exercises and must be submitted with samples of candidates' work at the appropriate time.

5.4 *Investigative Tasks*

The investigative tasks will assess Assessment Objective 1 in contexts provided by the other assessment objectives.

The Board will provide a bank of investigative tasks. Centres may, if they wish, develop their own investigative tasks. These tasks should follow the style of the Board-set tasks. There are no time limits for the tasks. Candidates may devote time outside the classroom to the completion of a task. However, at least 50% of the final written report **must** be completed by candidates under the direct supervision of teachers.

A number of the tasks in the bank will encourage candidates to use appropriate technology, such as computers or calculators.

Candidates may attempt any number of tasks during the course. These tasks will be assessed by the subject teachers in accordance with the General Assessment Criteria for Using and Applying Mathematics which are detailed below.

Each task will be accompanied by performance indicators to aid the interpretation of the General Assessment Criteria for Using and Applying Mathematics.

The tasks will assess candidates' abilities in the following 3 inter-related assessment areas:

1. Making and monitoring decisions to solve problems.
2. Communicating mathematically.
3. Developing skills of mathematical reasoning.

In each task, each assessment area will be allocated a mark between 0 and 3 inclusive.

For each assessment area, the mark awarded will be the highest mark achieved in this assessment area in any of the tasks attempted.

The total mark awarded for the investigative tasks will be the sum of the highest marks achieved in each of the 3 assessment areas.

The total mark achieved out of 9 will be scaled to a mark out of 60.

General Assessment Criteria for Using and Applying Mathematics

When assessing an investigative task, teachers must decide, for each assessment area, which descriptor in the following assessment criteria **best fits** a candidate's performance. The statements within a description should not be taken as discrete or literal hurdles, all of which must be fulfilled for a mark to be awarded. A candidate who fails to satisfy the description for a mark of 1 in an assessment area should be awarded a mark of 0 for that assessment area.

The performance indicators supplied with each task will assist teachers in arriving at these decisions.

Making and Monitoring Decisions to Solve Problems	Communicating Mathematically	Developing Skills of Mathematical Reasoning
Candidates try different approaches and find ways of overcoming difficulties when they are solving problems. They are beginning to organise their work and check results. 3 marks	Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. 3 marks	Candidates show that they understand a general statement by finding particular examples that match it. 3 marks
Candidates select the mathematics for some classroom activities. 2 marks	Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. 2 marks	Candidates ask and respond appropriately to questions including "what would happen if...?" 2 marks
Candidates use mathematics as an integral part of classroom activities. 1 mark	Candidates represent their work with objects or pictures and discuss it. 1 mark	Candidates recognise and use a simple pattern or relationship usually based on their experience. 1 mark

5.5 External Examination

The examination will be one paper of 1¼ hours' duration. This paper will be set and marked externally (and will be held in **March** in the final year of the course).

The paper will be a question/answer booklet and will consist of questions which vary in length. The paper will sample the subject content of all the units. Candidates will be required to answer all questions. The marks for each question will be printed on the paper.

6

AWARDING

Awarding will be conducted according to the Entry Level Code of Practice. The grades available will be Entry 1, Entry 2 and Entry 3, with Entry 3 being the highest grade available.

7

PROGRESS CERTIFICATES

There are a total of 59 marks available in each of units 1, 2 and 3 for the Intermediate Test, the Aural Test and the Practical Exercise.

A Centre may award a progress certificate to any pupil who achieves 30 or more marks in any of these units. Blank copies of these certificates will be provided by the Board.

8

MODERATION PROCEDURES

All components of the course other than the external examination will be moderated by inspection. Centres will be required to submit samples of this element for external moderation together with the coursework (M1) marksheet (see page 9) by **early May** at the end of the course in accordance with instructions issued by the WJEC. Any centre-developed Intermediate or Aural Tests, Practical Exercises and Investigative Tasks (with Performance Indicators) should be submitted with the sample.

Centres are required to

- (i) standardise assessments as necessary across different teachers and teaching groups to produce an order of merit of candidates from the centre as a whole,
- (ii) certify that the work included in the centre-based assessments is that of each candidate concerned,
- (iii) keep all candidates' centre-based assessments under secure conditions until a date specified by the Board.

Where the moderation process reveals serious problems in any centre with regard to interpretation and/or implementation of the assessment criteria, the Board will request further work or take other appropriate action to safeguard candidates' interests.

ENTRY LEVEL CERTIFICATE

MATHEMATICS

M1

ENTER THE MARKS OF **ALL** YOUR CANDIDATES AND ASTERISK THOSE WHOSE COURSEWORK IS TO BE SUBMITTED TO THE MODERATOR.

Name of Centre _____ Centre Number _____

Candidate Number	Candidate's Full Name BLOCK CAPITALS <i>Please list candidates in rank order</i>	MODULE 1			MODULE 2			MODULE 3			*INVESTIGATIVE TASKS (60)	*TOTAL (237)	Moderator's Use Only (237)
		Intermediate Test 1 (48)	Practical Exercise 1 (6)	*Aural Test 1 (5)	Intermediate Test 2 (48)	Practical Exercise 2 (6)	*Aural Test 2 (5)	Intermediate Test 3 (48)	Practical Exercise 3 (6)	*Aural Test 3 (5)			
4													
4													
4													
4													
4													
4													
4													
4													
4													

Subject Teacher

Moderator

9 ***SPECIAL ARRANGEMENTS***

The only special arrangements for Entry Level Examinations which centres will be required to apply for will be with respect to visually impaired candidates i.e. requiring enlarged papers, modifications etc. Application forms for these arrangements may be obtained on request and must be returned by **31 October** each academic year.

All other arrangements will be at the discretion of the head of centre. These arrangements will include:

- extra time (unlimited)
- use of reader/communicator
- use of amanuensis/scribe
- timed breaks
- use of wordprocessors, etc.
- use of practical assistants

10 ***ENQUIRIES AND APPEALS***

If a centre has a concern about a candidate's result, the Head of the centre should contact the Board stating the nature of the concern. All enquiries should be submitted within 14 days of the publication of results.

11 ***GRADE DESCRIPTORS***

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the syllabus; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the examination may be balanced by better performances in others.

ENTRY 1

Candidates use mathematics as an integral part of classroom activities. They select the mathematics for some classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship, usually based on their experience.

Candidates count sets of objects reliably, and add and subtract numbers when solving problems with up to 10 objects. They use mental recall of addition and subtraction facts to 10. They read and write the numbers involved. Candidates have begun to understand the place value of each digit in a number and use this to order numbers up to 100. They recognise and make repeating patterns, counting the number of each object in each repeat.

Candidates use mathematical names for common 3-D and 2-D shapes and use everyday language to describe their properties. This will include numbers of sides and corners, and a description of their positions. Candidates measure and order objects using direct comparison, and order events.

Candidates sort objects and classify them, demonstrating the criterion they have used. When they have gathered information, pupils record results in simple tables and diagrams, in order to communicate their findings.

ENTRY 2

Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. Candidates discuss their mathematical work using familiar mathematical language and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Candidates ask and respond appropriately to questions including 'What would happen if...?'

Candidates use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. Candidates show understanding of place value in numbers up to 1000 and use this to make approximations and to order numbers up to 1000. They choose the appropriate operation when solving addition and subtraction problems. Candidates have begun to use decimal notation and to recognise negative numbers, in contexts such as money, temperature and calculator displays. They identify and use halves and quarters, such as half of a rectangle or a quarter of eight objects. Candidates use mental recall of the 2, 5 and 10 multiplication tables, and others up to 5×5 , in solving whole-number problems involving multiplication or division including those that give rise to remainders. Candidates recognise sequences of numbers, including odd and even numbers.

Candidates classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. Candidates use non-standard and standard units to measure length and mass.

Candidates sort objects and classify them using more than one criterion. They extract and interpret information presented in simple tables and lists. When they have gathered information, pupils record results in simple tables, block graphs, diagrams, construct bar charts and pictograms, where the symbol represents a group of units, in order to communicate their findings.

ENTRY 3

Candidates begin to develop their own strategies for solving problems. They are beginning to organise their work and check results. They show that they understand a general statement by finding particular examples that match it.

Candidates use calculator methods where numbers include several digits. In solving number problems, they use a range of mental and written methods of computation with the 4 operations, including mental recall of multiplication facts up to 10×10 . Candidates begin to recognise the approximate proportions of a whole and begin to use simple fractions and percentages to describe these. Candidates begin to explore and describe simple number patterns.

Candidates use non standard units and standard-metric units of length, capacity, mass and time in a range of contexts. Candidates begin to show their understanding of perimeter and area using simple rectangular shapes.

Candidates interpret information presented to them in simple tables, lists, bar charts, vertical line diagrams and pictograms, where the symbol represents a group of units. They begin to show an understanding of the vocabulary associated with probability.

SUBJECT CONTENT**Unit 1**
Number and Algebra*Topics**Notes/Examples*

The language associated with number: more, fewer, the same, difference and sum.

Reading, writing and ordering numbers to at least 1000, and using the knowledge that the position of the digit indicates its value.

Solving whole number problems involving addition, subtraction, multiplication and division.

Questions will require the use of only one operation e.g. Find the cost of 3 books costing £5 each.

Division questions will not involve remainders.

Comparing two numbers to find the difference.

e.g. Find the difference between 35 and 27.

Mental recall of addition and subtraction facts: the addition of a list of single-digit numbers; the addition and subtraction of two numbers with up to 2 digits.

Questions involving mental recall will only be assessed in the aural test.

Questions will be set such that the answer will be less than 100.

Learning and using multiplication facts up to 5×5 and all those in the 2, 5 and 10 multiplication tables.

The aural test may involve the multiplication of a two-digit number by a single-digit number (the digits being no greater than 5.)

Identifying halves and quarters.

e.g. Shade one half of a given rectangle, ring a quarter of a given set of objects.

Continuing and devising simple repeating patterns.

These may be spatial or number patterns.

Odd and even numbers.

The use of a symbol to stand for an unknown number.

The unknown will appear once only.

e.g. $13 + \quad = 28$.

Find

Unit 2
Number and Algebra

<i>Topics</i>	<i>Notes/Examples</i>
Reading, writing and ordering any set of whole numbers. Place value.	
Rounding whole numbers to the nearest 10, 100, 1000.	
Solving addition, subtraction, multiplication and division problems involving whole numbers.	Questions may require the use of more than one operation e.g. Cliff works 8 hours per day for 3 days, and 10 hours per day for 2 days in a week. How many hours does Cliff work that week? Division questions will not involve remainders.
Mental recall of addition and subtraction facts: the addition and subtraction of two numbers with up to 3 digits.	Questions involving mental recall will only be assessed in the aural test.
Learning and using multiplication facts up to 10×10 in simple multiplication and division problems.	The aural test may involve the multiplication of any two-digit number by any single-digit number. Division questions in the aural test will not involve remainders.
Decimal notation: Place value.	
Ordering decimals with up to 2 decimal places.	
Solving simple addition and subtraction problems involving money including the use of decimals.	
Fractions:	
Calculating $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity.	e.g. Find $\frac{1}{4}$ of £12.
Identifying simple fractions.	e.g. Shade $\frac{1}{3}$ of a given rectangle, ring $\frac{1}{10}$ of a given set of objects.
Negative numbers in simple practical situations. Ordering negative numbers.	e.g. Temperature scales, the number line.
The use of a symbol to stand for an unknown number.	The unknown may appear twice. e.g. $\Delta \times \Delta = 16$. Find Δ .
Inputs to and outputs from simple single-function machines.	e.g. <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 10px;">NUMBER IN</div> <div style="text-align: center; margin-right: 10px;">→</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">×3</div> <div style="text-align: left; margin-left: 10px;">→</div> <div style="text-align: left; margin-left: 10px;">NUMBER OUT</div> </div> NUMBER IN = 4. Find NUMBER OUT. NUMBER OUT = 27. Find NUMBER IN.

Unit 3
Number and Algebra

<i>Topics</i>	<i>Notes/Examples</i>
Mentally multiplying and dividing whole numbers by 10 or 100.	Questions involving mental recall will only be assessed in the aural test.
Solving addition, subtraction, multiplication and division problems involving whole numbers.	
Understanding, remainders in the context of the calculation, knowing whether to round up or round down as appropriate.	e.g. How many 45-seater buses are needed for a school party of 150 pupils?
Decimals: Solving money problems involving: multiplying a decimal with 2 decimal places by a whole number; dividing a decimal with 2 decimal places by a whole number.	
Fractions: Identifying simple fractions.	e.g. Shade $\frac{3}{4}$ of a given rectangle, ring $\frac{2}{3}$ of a given set of objects.
Calculating simple fractions of quantities. The denominators of the fractions will be restricted to 2, 3, 4, 5 and 10.	The denominator of the fraction will divide exactly into the quantity. e.g. Find $\frac{2}{3}$ of £12.
Percentages: Identifying simple percentages.	e.g. Shade 25% of a given rectangle.
Calculating simple percentages of quantities.	The percentages will be limited to 10%, 20%, 25%, 50%, 100%. e.g. Find 25% of £60.
Inputs to and outputs from simple function machines.	e.g. <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 10px;">NUMBER IN</div> <div style="text-align: center;"> \rightarrow <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 0 10px;">$\times 2$</div> \rightarrow <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 0 10px;">-5</div> \rightarrow </div> <div style="text-align: left; margin-left: 10px;">NUMBER OUT</div> </div> NUMBER IN = 4. Find NUMBER OUT. NUMBER OUT = 7. Find NUMBER IN.
Finding the next term of a simple number pattern and describing how it was found.	
Plotting points in the first quadrant.	
Finding coordinates of points in the first quadrant.	

Unit 1
Shape, Space and Measures

<i>Topics</i>	<i>Notes/Examples</i>
Use of everyday language to describe 2-D and 3-D shapes.	Using words such as straight, flat, curved, round.
Comparison of 2-D or 3-D shapes.	Using words such as taller, longer, shorter.
Names of common 2-D and 3-D shapes.	Square, rectangle, circle, triangle, pentagon, hexagon, cube, cuboid, cylinder, sphere.
Drawing 2-D shapes and building 3-D shapes and describing their properties.	e.g. Number of sides, number of corners, number of faces, shape of faces.
Use of everyday language to describe position.	e.g. Words such as inside, above, under, next to, behind, left, right.
Angle as a measurement of turn. Giving and understanding instructions for movement along a route.	Clockwise/anticlockwise turns, right/left turns, right- angles.
Standard metric units of length and mass.	mm, cm, m, km; g, kg. Questions may require candidates to state an appropriate unit for a measurement or to choose the most appropriate unit from a list.

Unit 2
Shape, Space and Measures

<i>Topics</i>	<i>Notes/Examples</i>
Recognising reflective symmetry. Mirror lines.	Questions will require candidates to identify a mirror line.
Recognising identical (congruent) triangular and rectangular shapes drawn in different orientations.	
The use of the terms acute and obtuse to describe angles. Turning through a number of right-angles.	90° (right-angle), 180° (straight line), 360° (complete turn).
Using and understanding compass bearings.	The use of the 8 points of the compass to show direction.
Using standard metric units of capacity.	cm ³ , ml, l.
Using and reading rulers, tape measures and weighing scales.	Candidates may be required to read scales with non-unit divisions.
Standard units of time. Reading of clocks (analogue.)	Seconds, minutes, hours, days. Questions may require candidates to state an appropriate unit for a measurement to choose the most appropriate unit from a list.

Unit 3
Shape, Space and Measures

<i>Topics</i>	<i>Notes/Examples</i>
Finding perimeters of simple rectangular shapes and their combinations.	
Finding, by counting squares, the areas of rectangular shapes.	The shapes may consist of more than one rectangle e.g. an "L" shape.
The 12- and 24-hour clocks.	Conversion between 12- and 24-hour times. a.m. and p.m.
Interpreting simple timetables.	Railway and bus timetables, T.V. guides.

Unit 1
Handling Data

Topics

Notes/Examples

Sorting and classifying a set of objects using one criterion.

Questions will require candidates to state the criterion that they have used.

Gathering information and recording results in simple tables.

Including simple surveys.

Extracting data from tables and lists.

Drawing and interpreting block graphs.

Unit 2
Handling Data

Topics

Notes/Examples

Sorting and classifying a set of objects using two criteria.

Sorting and classifying a set of data using one criterion.

Drawing and interpretation of bar charts.

Interpreting simple line graphs in everyday situations.

Using the terms 'will happen', 'could happen', 'will not happen' to describe events.

Unit 3
Handling Data

Topics

Notes/Examples

Sorting and classifying a set of data using more than one criterion.

Drawing and interpretation of pictograms and vertical line diagrams.

Listing outcomes of a random experiment.

e.g. Tossing a 1p and 2p coin. Possible outcomes HH, HT, TH, TT.

Estimating probability on a scale (impossible to certain).

Using the terms 'likely' 'unlikely', 'good chance', 'poor chance', 'even chance', 'certain', 'impossible', to describe the likelihood of events.